

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

School Name: LONGLEAF ELEMENTARY SCHOOL

District Name: Escambia

Principal: Patti Thomas

SAC Chair: Glenda Campbell

Superintendent: Malcolm Thomas

Date of School Board Approval: November 20, 2012

Last Modified on: 10/29/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Patti Thomas	Doctorate in Curriculum and Instruction Specialist in Educational Leadership Master's in Early Childhood Education Bachelor's in Elementary Education	.1	16	<p>Pensacola Beach Elementary - 1999-2001 School Grade of "A" both years, 100% of students scoring at or above level 3 in reading and math</p> <p>Pine Meadow Elementary 2001-2002: School Grade improved from C to B</p> <p>2002-2003: Students scoring at proficiency in writing improved from 68% to 84%</p> <p>2004-2005: 71% of lowest 25% made learning gains in reading</p> <p>100% of AYP met for 2006-2007, 2007-2008, 2008-2009</p> <p>School Grade of A (2003-2004, 2004-2005, 2005-2006, 2007-2008, 2008-2009)</p> <p>N. B. Cook 2009-2010: School Grade of A, Proficiency in Reading was 94%, Proficiency in Math</p>

		Certification: Early Childhood Education, Elementary Education, Educational Leadership, Curriculum and Instruction, School Principal K-12			was 87%, Proficiency in Writing was 86%, Learning Gains in Reading was 64%, Learning Gains in Math was 61%, 95% of AYP Met 2010-2011: School Grade of A, Proficiency in Reading was 94%, Proficiency in Math was 91% increase of 4%, Proficiency in Writing was 84%, Learning Gains in Reading was 78% (increase of 14%), Learning Gains in Math was 69% (increase of 8%), 92% of AYP met Longleaf Elementary 2011-2012: School Grade of C, Proficiency in Reading was 49%, Proficiency in Math was 53%, Proficiency in Writing was 76%, Learning Gains in Reading was 56%, Learning Gains in Math was 71% (increase of 2%); 3 out of 12 AMO targets met in 2012 (met math targets for Black, White, and Economically Disadvantaged subgroups)
Assis Principal	Monica Ford Harris	Doctorate in Diversity Studies Specialist in Curriculum Studies Master's in Educational Leadership Bachelor's in Elementary Education Certification: Elementary Education, Educational Leadership and School Principal K-12	1.5	7	Longleaf Elementary 2010-2011: School Grade of B, Proficiency in Reading was 70% (increase of 1%), Proficiency in Math was 71% (increase of 13%), Proficiency in Writing was 59%, Learning Gains in Reading was 69% (increase of 6%), Learning Gains in Math was 62% (increase of 18%), 87% of AYP Met 2011-2012: School Grade of C, Proficiency in Reading was 49%, Proficiency in Math was 53%, Proficiency in Writing was 76%, Learning Gains in Reading was 56%, Learning Gains in Math was 71% (increase of 2%); 3 out of 12 AMO targets met in 2012 (met math targets for Black, White, and Economically Disadvantaged subgroups)

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	N/A	N/A			Longleaf did not have a Reading Coach for the 2011-2012 school year.
Mathematics	N/A	N/A			Longleaf did not have a Mathematics Coach for the 2011-2012 school year.

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Ensure school specific training is made available to all new teachers (Positive Behavior System, FOCUS Gradebook, RTI, etc.)	Principal and/or Assistant Principal	Within the first 30 days of school	
2	A START teacher will be assigned to work with all first year teachers.	Professional Learning Department	Preschool Week (August 13-17, 2012) or within a week of hiring	
3	A buddy mentor teacher will be assigned to all teachers new to the school.	Principal	Preschool Week (August 13-17, 2012) or within a week of hiring	
4	A meeting will be held with the principal after 30, 60, and 90 days to determine what additional support or resources are	Principal	After 30, 60, and 90 days of	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
100% of all instructors at Longleaf Elementary are teaching in-field.	N/A

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
45	8.9%(4)	37.8%(17)	37.8%(17)	37.8%(17)	35.6%(16)	122.2%(55)	13.3%(6)	0.0%(0)	24.4%(11)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Teresa Schwarz	Adrienne Kuhar	Both teachers currently teach first grade	Both will participate in a professional learning community with other teachers, will plan collaboratively, and model/observe in each other's classroom.
Sheila Kellenberger	Brandi Cole	Both are Exceptional Student Education (ESE) inclusion teachers	Both will participate in a professional learning community with other teachers, will plan collaboratively, and model/observe in each other's classroom
Beth Quenan	Kelly Zeltmann	Both teachers currently teach fourth grade	Both will participate in a professional learning community with other teacher and will plan collaboratively.
Beth Quenan	Dorice Brennan	Both teachers currently teach fourth grade	Both will participate in a professional learning community with other teachers and will plan collaboratively.
Sallie Phillips	Dan Palkowetz	Both teachers currently teach second grade	Both will participate in a professional learning community with other teachers and will plan collaboratively.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Longleaf receives support through federal, state, and local programs. Title I funds of \$215,731 are used to provide additional personnel at the school level to support the classrooms. This year funds were used to purchase a reading resource teacher, a mathematics resource teacher, and two parent educators. Additionally, funds are used to purchase resources and materials to supplement classroom instruction, increase parent involvement, and provide staff development for teachers.

Title I, Part C- Migrant

Services for migrant children are provided by the district level Title I Office. After thorough checking of the Migrant Student Information Exchange (MSIX) system and our local Student Database, we have determined there are 2 migrant children at Longleaf Elementary. The guidance counselor and classroom teachers were made aware of services that are available through the district Title I office to ensure the success of these students.

Title I, Part D

Services to neglected and delinquent students are provided by various district-operated programs. These services are overseen by the Title I Office. Our school does not serve Title I, Part D students.

Title II

Professional development is offered at both the school and district level. Please see each goal area for specific professional development activities. Professional development being offered at the school includes technology training, Thinking Maps, the Danielson Frameworks, Common Core State Standard implementation, and data analysis strategies.

Title III

Services for English Language Learners (ELL) are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide services. All teachers who serve ELL identified students have ESOL endorsement on their teaching certificate. Our school is not an ESOL Center, but we serve 3 ELL students in Grades Kindergarten through Fifth Grade. In addition, an Itinerant ESOL teacher, funded through Title III monies, is assigned to the 3 students at our school. This teacher assists both the classroom teachers and the ELL students.

Title X- Homeless

The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the District Title I Office. At Longleaf Elementary, we have 17 identified homeless students. One student is living in an emergency or transitional shelter and 16 students are sharing the housing of other people due to economic hardship.

Supplemental Academic Instruction (SAI)

Longleaf Elementary received approximately \$10,000 in funding for Supplemental Academic Instruction. The funding was used to purchase technology and other resources for students not meeting proficiency in reading math, writing, or science.

Violence Prevention Programs

The school offers non-violence and anti-drug programs to students that incorporate guest speakers, counseling, and classroom discussion. Red Ribbon Week is held in October with school-wide activities and guest speakers. Through our school's behavior management plan, we will also provide training for faculty, staff, and students regarding bullying. We have implemented a positive behavior management plan that is being used schoolwide. The Jeffrey Johnston Stand Up for All Students Act, requires our school district to adopt an official policy prohibiting bullying and harassment of students and staff on school grounds, at school-sponsored events, and through school computer networks. In addition, beginning with the 2011-12 school year, our district will launch the "Bullying" Report website where bullies may be reported anonymously.

Nutrition Programs

Our school is committed to continue offering nutritional choices in its cafeteria. This includes salad bar, ala carte items, and self-serve options. Our school is also a Healthier Generation Alliance School. The school follows the district's nutrition program for summer feeding at select sites. Additional programs and staff will address the obesity issue, especially in elementary age children.

Housing Programs

This is offered at the district level and overseen by the Title I District Office. This program is not applicable to our school.

Head Start

The Head Start Program is offered at the district level and overseen by the Title I Prekindergarten Office. Although several Head Start programs are housed at various elementary schools, a program is not housed at our school.

Adult Education

No adult education programs take place on our school campus however, evening programs are offered at all of the high schools in our district. A "Second Chance" program is also in place for juvenile offenders. Additionally, Pensacola State College provides programs for adults over 16 years of age.

Career and Technical Education

Career and Technical Education is integrated into our core curriculum programs and includes literature-based activities, guest speakers, and community-sponsored activities held at the school.

Job Training

N/A

Other

N/A

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Patti Thomas (Principal); monitors the implementation of the RtI process at the school, assists in the collection, analysis, and interpretation of data and development of instructional strategies/interventions; ensures appropriate professional development is available for members of the team as well as members of the instructional staff

Monica Ford-Harris (Assistant Principal); assists in monitoring the implementation of the RtI process at the school, assists in the collection, analysis, and interpretation of data and development of instructional strategies/interventions; assists to ensure appropriate professional development is available for members of the team as well as members of the instructional staff

Christopher Gayo (Guidance Counselor); assists in monitoring the implementation of the RtI process at the school, assists in the collection, analysis, and interpretation of data and development of instructional strategies/interventions; provides technical support and training for the team and other members of the staff

Glenda Campbell (Reading Resource)/Shannon Cross (Math Resource); participates in the collection, analysis, and interpretation of data, assists in the development of instructional strategies/interventions; collaborates with colleagues to develop and implement Tier II and Tier III strategies/interventions, assists the team by providing information about core instruction

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The RtI Leadership Team meets on a regular basis with teachers, parents, and other support personnel needed to review student data and progress. The team also develops strategies and interventions for students. Results of these meetings are reported to other teams at the school (Literacy Leadership Team, Math Leadership Team, etc.) in an effort to prioritize professional development needs of the staff and to determine the need for additional resources for classrooms.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The RtI Leadership Team meets regularly to engage in the following activities: review screening data and link that data to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks and those who are at high risk for not meeting the standards. Based on the results of this data analysis, the team will identify professional development and resource needs for the students and staff. They will also collaborate regularly, problem solve, share effective practices, evaluate implementation of the RtI process, practice new processes and skills, and make decisions about implementation.

Schoolwide data from FCAT, F.A.I.R., and behavior data from TERMS was used to determine the greatest needs for the 2012-2013 school year. This data was used as the driving force for the development of the SIP. The team met and reviewed the

proposed goals to discuss adjustments or corrections that may be needed.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Tier I

Reading: F.A.I.R./Progress Monitoring and Reporting Network (PMRN); FCAT Reading; Imagine It Benchmark Tests/Core Reading Program

Math: Go Math Assessments/Think Central; FCAT Math; FCAT Explorer

Writing: FCAT Writing Assessment; Schoolwide Writing Prompts and/or Writing Samples/School Data; Escambia Writing Test/Escambia County School District Language Arts Department

Science: District Science Test (3rd & 4th Grades)/District Science Department; FCAT Science Test; FCAT Explorer

Behavior: Student Discipline Referrals/TERMS Student Information System; Student Attendance Reports/TERMS Student Information System; RTI:B Database

Tier II

Reading: F.A.I.R. Ongoing Progress Monitoring/Progress Monitoring and Reporting Network (PMRN); Imagine It Intervention Assessments/Core Reading Program

Math: Go Math Prescriptive Assessments/Think Central

Science: Science Benchmark Tests/Science Textbook & Assessment Program

Writing: Schoolwide Writing Prompts and or Writing Samples/School Data; Classroom Writing Prompts

Tier III

Reading: F.A.I.R. Ongoing Progress Monitoring/Progress Monitoring and Reporting Network (PMRN); SRA Reading Mastery/SRA Reading Mastery Assessments & Mastery; Grade Level Mastery Checklists

Math: Go Math Prescriptive Assessments/Think Central; Number World Math Program

Science: Science Benchmark Tests/Science Textbook; SuccessMaker Reports

Writing: Schoolwide Writing Prompts and or Writing Samples/School Data; Classroom Writing Prompts/Student Grades

Describe the plan to train staff on MTSS.

Longleaf's staff was reintroduced to the MTSS/RtI process during preschool week 2012. Additional training was scheduled and provided for all new staff and any staff member wishing to participate. Updates will be provided throughout the year on teacher planning days and at monthly faculty meetings.

At the end of the school year, the staff will have an opportunity to reflect on the process as it has been implemented to determine areas in need of improvement. In addition to making any improvements needed, we will also refine the process to ensure we are measuring student progress and implementing interventions with fidelity.

Describe the plan to support MTSS.

The MTSS/RtI process will be supported by the leadership team who will consistently monitor the progress of the team. The strategies, interventions, and the data analysis process being used will be examined to ensure it is appropriately measuring student progress.

Support for teachers will be provided through ongoing training in the use and analysis of student data. Data notebooks will be maintained by each classroom teacher to ensure current data is available for each student.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

The Literacy Leadership Team at Longleaf Elementary is referred to as the Reading Leadership Team. The team is composed of the Principal, Assistant Principal, Reading Resource Teacher, Media Specialist, and one or more teacher representatives for each grade level.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The Reading Leadership Team meets monthly to discuss issues related to school-wide reading. Meetings are facilitated by the Reading Resource Teacher. Each meeting includes a review of school reading data that is used to monitor student progress and discover trends. Analysis of this data is used to evaluate the effectiveness of the literacy programs and instructional strategies being used at our school. This data includes Imagine It Benchmark Tests, F.A.I.R. Assessments and Ongoing Progress Monitoring (OPM) data.

The members act as a liaison between the RLT and the members of their grade level. Team members also coordinate professional development activities and assist in the planning and implementation of literacy events for students, parents, and the community.

What will be the major initiatives of the LLT this year?

The Reading Leadership Team will focus on two priorities this year, Differentiating Instruction and Family Literacy. Training will be provided online, on our school campus, and from district specialists. Family Literacy events will also include training for parents to increase their knowledge of strategies for helping their child at home.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 9/24/2012)

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

During the week of kindergarten registration (May, 2013), a parent training will be held to familiarize parents of incoming kindergarten students with the curriculum. Parents will be given information and strategies for preparing their child for the upcoming school year and will also be given a packet of activities to do with their child over the summer.

Prior to the beginning of school in August, kindergarten teachers will meet with parents to explain the expectations for kindergarten and give parents a copy of what they will be expected to learn each nine week grading period.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

N/A

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

N/A

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

N/A

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The percent of students scoring at proficiency on the 2013 FCAT Reading Test will increase by at least 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The percent of students scoring at proficiency by grade level are as follows: 3rd = 51% (69); 4th = 44% (56); 5th = 52% (69); 49% (194) is the total proficient for the school.	52% (70) of 3rd grade, 45% (57) of 4th grade, 53% (70) of 5th grade students, with an overall percentage of 50% (197) will score at proficiency.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The school mobility rate could be a possible barrier to increased student achievement.	Development of instructional calendar and focus lessons Focus lesson assessments Spiral Review (re-teach/re-test) at the end of each 9 week grading period	Principal, Assistant Principal, Reading Resource Teacher, Classroom Teachers	Weekly grade level meetings to review student assessment results and to revise instructional focus calendars and assessments as needed	Focus Lesson Assessments, Core Reading Program Benchmark Assessments, F.A.I.R. Results, 2013 FCAT Reading Test
2	Students lack exposure to the amount and variety of complex text needed to be proficient on the FCAT Reading Test	Provide training for teachers in rating and using complex text to build text processing facility, vocabulary, and comprehension.	Principal, Assistant Principal, Reading Resource Teacher	The Reading Leadership Team will be trained in text complexity and will in turn provide training to their respective grade level teams.	Focus Lesson Assessments, Core Reading Program Benchmark Assessments, F.A.I.R. Results, Portfolio Assessments (3rd Grade), 2013 FCAT Reading Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Person or	Process Used to
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The percent of students scoring at or above Achievement Level 4 on the 2013 FCAT Reading Assessment will increase by at least 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The percent of students scoring at Levels 4 and 5 by grade level are as follows: 3rd grade = 33% (45); 4th grade = 21% (26); 5th grade = 27% (36); overall percentage scoring at Levels 4 and 5 = 27% (107)	34% (46) of 3rd grade, 22%(27) of 4th grade, 28% (37) of 5th students, with an overall percentage of 28% (108) will score at Levels 4 and 5.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increasing rigor for higher performing students.	Departmentalize and/or re-group across grade levels to increase rigor for higher performing students	Principal, Assistant Principal, Classroom Teachers, Reading Resource	Weekly grade level and monthly data meetings will be used to monitor student progress. Classroom walkthroughs and classroom observations will be used to monitor implementation.	Instructional Focus Calendar, Benchmark Assessments for Core Reading Program, Classroom Walkthrough Reports
2	Increasing the use of and incorporating higher level and critical thinking skills into instruction.	Provide Thinking Maps training to give teachers and students a tool set to support effective instructional practice and improve student performance.	Principal, Assistant Principal, Thinking Maps Consultant	Classroom walkthroughs and observations will be used to monitor implementation of thinking maps. Weekly grade level meetings will be used to share the use of specific maps and the way in which they were used.	Lesson Plans, Classroom Walkthrough Reports, Benchmark Assessments for Core Reading Program, 2013 FCAT Reading Test
3	Lack of enrichment activities for higher performing students.	Implement book study clubs for higher performing students as an opportunity for students to read and discuss more complex text and high interest books.	Principal, Assistant Principal, Gifted Teacher	The Gifted Teacher will work with grade level groups to identify students to participate in the book study clubs which will rotate each nine week grading period.	2013 FCAT Reading Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The percent of students making learning gains on the 2013 FCAT Reading Test will increase by at least 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The percent of students making learning gains by grade level is as follows: 4th = 68% (85); 5th = 63% (67); overall percentage of 69% (152)	69% (77) of 4th grade students and 64% (80) of 5th grade students will make learning gains; overall percentage of 70% (96)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack prerequisite skills to be successful in current grade level.	Additional instruction will be provided by the Reading Resource Teacher.	Principal, Assistant Principal	Baseline data will be used to identify struggling students. These students will work individually and/or in a small group with the Reading Resource Teacher to acquire the skills they need to be successful on their current grade level.	Core Reading Program Benchmark Assessments; F.A.I.R. Assessments, 2013 FCAT Reading Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need

of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The percent of students in the lowest 25% making learning gains on the 2013 FCAT Reading Assessment will increase by at least 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (39) of the lowest 25% made learning gains in reading.	62% (40) of the lowest 25% of students will make a learning gain in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Meeting the needs of students with varying levels of ability in the classroom.	Use inclusive scheduling practices to meet the needs of all students.	Principal, Assistant Principal, Classroom Teachers, ESE Teachers, Reading Resource Teacher	Students will be identified using current data (FCAT, F.A.I.R., Benchmark Testing, etc.) and scheduled to work with the ESE Teacher and/or the Reading Resource Teacher in an inclusive setting.	F.A.I.R. Assessments, Core Reading Program Benchmark Tests, 2013 FCAT Reading Test
2					

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	Our school will reduce the achievement gap by 50% by increasing our proficiency in reading by percentage points over the course of six years.					
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	53	58	62	66	70	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The subgroups not making satisfactory progress in reading will increase to meet the target AMO for 2013 on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (188) of students in the White subgroup made satisfactory progress in reading, which is below the target of 65% 35% (102) of students in the Black subgroup made satisfactory progress in reading, which is below the target of 36% 80% (19) of students in the Hispanic subgroup made satisfactory progress in reading, which is below the target of 81%	The percent of students in the White subgroup will increase to meet the target of 68% (214) on the 2013 FCAT Reading Test. The percent of students in the Black subgroup will increase to meet the target of 42% (122) on the 2013 FCAT Reading Assessment. The percent of students in the Hispanic subgroup will increase to meet the target of 83% (20) on the 2013 FCAT Reading Assessment.

92% (12) of students in the Asian subgroup made satisfactory progress in reading, which is below the target of 93%	The percent of students in the Asian subgroup will increase to meet the target of 93% (12) on the 2013 FCAT Reading Assessment.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack prerequisite skills to ensure success in current grade level.	Increase use of differentiated learning strategies for iii time with struggling students. Schedule Tier III students to work either individually or in a small group with the Reading Resource Teacher or ESE Inclusion Teacher.	Principal, Assistant Principal, Reading Resource Teacher	Weekly grade level meetings will be used to review individual student data and to make adjustments to the instructional calendar. Classroom walkthroughs and classroom observations will be used to monitor implementation of small group instruction using differentiated learning strategies.	Benchmark Tests for the Core Reading Program, F.A.I.R. Assessment Data, Classroom Walkthrough Data, 2013 FCAT Reading Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The percent of Students with Disabilities (SWD) making satisfactory progress in reading will meet the target of 36% (37) on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (24) of Students with Disabilities (SWD) made satisfactory progress in reading, which is below the target of 29%	36% (37) of Students with Disabilities (SWD) will make satisfactory progress on the 2013 FCAT Reading Test which will be the target for this subgroup.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Meeting the needs of Exceptional Student Education (ESE) students in the regular classroom.	Use inclusive scheduling practices to provide additional instructional time using a variety of learning strategies for ESE students.	Principal, Assistant Principal, Reading Resource Teacher, ESE Teachers, Classroom Teachers	Weekly grade level meetings and monthly data meetings will be used to identify and schedule additional instruction for ESE students.	Instructional Focus Assessments, Benchmark Assessments for the Core Reading Program, F.A.I.R. Assessments/Ongoing Progress Monitoring, 2013 FCAT Reading Test Monitoring (OPM)

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The percent of Economically Disadvantaged students making satisfactory progress on the 2013 FCAT Reading Test will increase to meet the target of 54% (292).
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% of Economically Disadvantaged students made satisfactory progress in reading, which was below the target of 50% (271).	54% (292) of Economically Disadvantaged students will make satisfactory progress on the 2013 FCAT Reading Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack follow through and support at home from parents.	Afterschool tutoring will be provided for students needing assistance.	Principal/Assistant Principal/Classroom Teachers	Struggling students will be identified using weekly assessment results and scheduled for afterschool tutoring sessions. Groups will be flexible and additional students added as needed.	F.A.I.R., Benchmark Tests, 2013 FCAT Reading Test

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards for Reading	All grade levels (kindergarten - fifth grades); reading	Reading Resource Teacher	School-wide (kindergarten - fifth grades)	Teacher Plan Days (October and January)	Weekly grade level meetings and monthly faculty meetings	Principal, Assistant Principal, Reading Resource Teacher
Thinking Maps	All grade levels (kindergarten - fifth grades); all subject areas	Thinking Maps Consultant	School-wide (kindergarten - fifth grades)	Substitutes will be provided for 2 half days of training	Follow-up will be provided on a Teacher Plan Day and at monthly faculty meetings	Principal, Assistant Principal
		Reading			Follow-up will be	Principal,

Text Complexity and Close Reading	Third, fourth, and fifth grades; reading	Resource Teacher, District Reading Personnel	All third, fourth, and fifth grade teachers	Substitutes will be provided for the training (November, 2012)	provided at weekly grade level meetings, and at the Reading Leadership Team Meetings	Assistant Principal, Reading Resource Teacher
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Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Thinking Maps	Manual	Title I	\$9,000.00
			Subtotal: \$9,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Thinking Maps	Substitute Teachers Thinking Maps Consultant Fee	Title I	\$2,000.00
Text Complexity and Close Reading	Substitute Teachers	Title I	\$500.00
			Subtotal: \$2,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$11,500.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking.		N/A			
CELLA Goal # 1:					
2012 Current Percent of Students Proficient in listening/speaking:					
N/A					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading.

CELLA Goal #2:

N/A

2012 Current Percent of Students Proficient in reading:

N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing.

CELLA Goal #3:

N/A

2012 Current Percent of Students Proficient in writing:

N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CELLA Goals

Elementary School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	The percent of students scoring at proficiency on the 2013 FCAT Mathematics Test will increase by at least 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The percent scoring at proficiency by grade level is as follows: 3rd grade = 58% (78); 4th grade = 43% (55); 5th grade = 52% (68); overall proficiency is 53% (201) for the school	59% (79) of 3rd grade, 44% (56) of 4th grade, and 53% (69) of 5th grade students will score at proficiency on the 2013 FCAT Mathematics Test

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The school mobility rate could be a possible barrier to increased student achievement.	Development of Instructional Calendar and focus lessons Focus Lesson Assessments Spiral Review (Re-Teach/Re-test) at the end of each 9 week grading period	Principal, Assistant Principal, Math Resource Teacher, Classroom Teachers	Weekly grade level meetings will be used to review student assessment results and revise the instructional focus calendar as needed	Focus Lesson Assessments, Go Math Benchmark Assessments, 2013 FCAT Mathematics Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.	Longleaf will increase the percent of students scoring at or above Level 4 on the 2013 FCAT Mathematics Test by at
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Mathematics Goal #2a:	least 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The percent of students scoring at Levels 4 and 5 by grade level is as follows: 3rd grade = 28% (38); 4th grade = 21% (27); 5th grade = 22% (30); overall percent is 24% (95) for the school	29% (39) of 3rd grade students, 22% (28) of fourth grade students, and 23% (31) of 5th grade students will score at Levels 4 and 5.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increasing rigor into instruction for higher performing students	Departmentalize and/or re-group within grade levels to increase rigor for higher performing students.	Principal, Assistant Principal, Math Resource Teacher	Fifth grade will use student performance data to departmentalize and will increase the rigor for the students in the higher performing group. Benchmark assessment data will be used to re-group throughout the year as needed.	Go Math Benchmark Assessments, 2013 FCAT Math Test
2	Providing enrichment activities for higher performing students	The Sunshine Math Program will be used to provide enrichment math activities for students in 3rd, 4th, and 5th grades.	Principal, Assistant Principal, Math Resource Teacher, Classroom Teachers	Students will be given an opportunity to participate in weekly Sunshine Math activities. Based on the results of these weekly activities, students will be selected to participate on teams for the district Sunshine Math competition.	Go Math Assessments, Sunshine Math results
3	Integrating critical and higher order thinking into math instruction	Provide Thinking Maps training to give teachers and students a tool set to support effective instructional practice and improve student performance.	Principal, Assistant Principal, Thinking Maps consultant	Classroom walkthroughs and observations will be used to monitor the implementation of the maps. Weekly grade level meetings will be used to share the use of specific maps and the way in which they were used.	Go Math Benchmark Assessments, 2013 FCAT Math Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The percent of students making learning gains on the 2013 FCAT Mathematics Test will increase by at least 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (75) of 4th grade students and 64% (84) of 5th grade students made learning gains, with a school total of 69% (159)	59% (76) 4th grade students and 65% (85) 5th grade students will make learning gains on the 2013 FCAT Mathematics Test

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack fluency in basic number fact operations (addition, subtraction, multiplication, division)	Use a math fluency program consisting of timed math fact tests, with a grade level appropriate goal, to increase fluency in basic number fact operations	Principal, Assistant Principal, Math Resource Teacher	Weekly math fluency tests will be provided by the Math Resource Teacher. The timed tests will be leveled and student progress will be charted to motivate and help students develop confidence as they become more fluent with math fact operations.	Go Math Benchmark Assessments, 2013 FCAT Math Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The percent of students in the lowest 25% of students making a learning gain on the 2013 FCAT Mathematics Test will increase by at least 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

65% (35) of the lowest 25% of students made learning gains; 72% (21) of 4th grade students and 50% (14) of 5th grade students

66% (36) of the lowest 25% of students will make learning gains; 73% (22) of 4th grade students and 51% (15) of 5th grade students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Meeting the needs of students with varying levels of ability in the classroom.	Differentiate instruction within classrooms and grade levels to better meet the needs of low performing students.	Principal, Assist. Principal, Classroom Teachers, Math Resource Teacher,	Weekly grade level meetings will be used to identify students in need of additional instruction and the groups in which they will be working.	Go Math Benchmark Assessments, Focus Lesson Assessments, 2013 FCAT Math Test

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # Our school will reduce the achievement gap by 50% by increasing our proficiency in math by five (5) percentage points over the course of six years.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	46	51	56	61	66	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Students in the Asian, Hispanic, and Students With Disabilities (SWD) subgroups will increase to meet the AMO Target for 2012-2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Asian Subgroup: 85% (11); Hispanic Subgroup: 60%(14); Students With Disabilities (SWD): 23% (24)	Asian Subgroup 93% (12); Hispanic Subgroup 83% (20); Students With Disabilities 36% (37)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack prerequisite skills to ensure success in current grade level.	Increase use of differentiated learning strategies for iii time with struggling students.	Principal, Assistant Principal, Math Resource Teacher	Weekly grade level meetings will be used to review individual student data and to make adjustments to the instructional calendar. Struggling students will be identified and assigned to a group for additional instruction. Classroom walkthroughs and classroom observations will be used to monitor implementation of small group instruction using differentiated learning strategies.	Go Math Benchmark Assessments, 2013 FCAT Mathematics Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The percent of Students with Disabilities (SWD) making satisfactory progress in mathematics on the 2013 FCAT Math Test will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (24) of Students With Disabilities (SWD) made satisfactory progress in mathematics which is below the target of 27%	33% (44) of the Students with Disabilities (SWD) will make satisfactory progress in mathematics on the 2013 FCAT Math Test which will meet the AMO target for 2013

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Meeting the needs of Exceptional Student Education (ESE) students in the regular classroom	An inclusive model for ESE teachers and students will be used to increase instructional time and support for ESE students.	Principal, Assistant Principal	ESE teachers will work closely with general education teachers to identify and group ESE students for instruction. Weekly grade level meetings will be used to monitor progress and revise groupings and/or instruction as needed.	Go Math Benchmark Assessments, 2013 FCAT Math Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

End of Elementary School Mathematics Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards for Mathematics	All grade levels (kindergarten - fifth grades); mathematics	Math Resource Teacher	School-wide (kindergarten - fifth grade)	Teacher Plan Days (October and January)	Weekly grade level meetings and monthly faculty meetings	Principal, Assistant Principal, Math Resource Teacher
Differentiated Instruction	All grade levels (kindergarten - fifth grades); mathematics	Florida Inclusion Network (FIN) trainer	ESE and General Education Inclusion Teachers	October and November, 2012	Weekly grade level meetings; Classroom walkthroughs and observations	Principal, Assistant Principal
Thinking Maps	All grade levels (kindergarten - fifth grades); all subject areas	Thinking Maps Consultant	School-wide (kindergarten - fifth grade)	Substitutes will be provided for 2 half days of training	Follow-up will be provided on a Teacher Plan Day (October), at monthly faculty meetings, and weekly grade level meetings.	Principal, Assistant Principal
Singapore Math	Second and Third Grades; mathematics	Math Resource Teacher	Second and Third Grade Teachers	Weekly grade level meetings	Classroom Walkthroughs and Classroom Observations	Principal, Assistant Principal, Math Resource Teacher

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Singapore Math	Books	Title I	\$650.00
			Subtotal: \$650.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Differentiated Instruction	Substitute Teachers	Title I	\$500.00
Thinking Maps	Substitute Teachers	Title I	\$2,000.00
			Subtotal: \$2,500.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,150.00

End of Mathematics Goals

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:		The percentage of students scoring at proficiency on the 2013 FACT Science Test will increase by at least 1%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
41% (57) of fifth grade students scored at proficiency in science		42% (58) percent of fifth grade students will score at or above proficiency on the 2012 FCAT Science Test.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of time for hands-on science activities	Fifth grade will departmentalize for science instruction to increase instructional time for science and opportunities for students to participate in science experiments.	Principal, Assistant Principal, Fifth Grade Teachers	Student participation will be monitored by classroom teachers. Follow-up will be incorporated into science focus lessons. Student progress will be tracked and reviewed at weekly grade level meetings.	Benchmark Assessment Tests, District Simulation Science Test, 2013 FCAT Science Test
2					
3	Lack of prerequisite skills to be ensure success on current grade level	Develop a school-wide calendar for science to eliminate gaps and redundancies in the curriculum.	Principal, Assistant Principal, Science Team	Implementation of the school-wide calendar will be monitored by the Science Team, Classroomwalkthroughs, Lesson Plans, and Classroom observations	District Science Test, 2013 FCAT Science Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The percent of students scoring at or above Achievement Level 4 will increase by at least 1% on the 2013 FCAT Science Test.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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13% (17) of fifth grade students scored at or above Achievement Level 4	14% (18) of fifth grade students will score at or above Achievement Level 4
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increasing rigor and providing enrichment activities for higher performing students that increase higher learning and critical thinking skills	Provide training and support for the use of Thinking Maps	Principal, Assistant Principal	Classroom walkthroughs and observations will be used to monitor implementation of Thinking Maps. Weekly Grade Level Meeting reports and lesson plans will be used to monitor the use of specific maps.	District Science Test, 2013 FCAT Science Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	N/A
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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N/A	N/A
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Thinking Maps	All grade levels (kindergarten - fifth grades), science	Thinking Maps Consultant	All grade levels (kindergarten - fifth grades)	Substitutes will be provided for 2 half days of training	Follow-up will be provided on teacher plan days (October and January), at weekly grade level meetings, and monthly faculty meetings	Principal, Assistant Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Development of School-wide Instructional Calendar for Science	Substitute Teachers for Plan Day	Title I	\$350.00
			Subtotal: \$350.00
			Grand Total: \$350.00

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Longleaf will increase the percent of students scoring at proficiency on the 2013 FCAT Writing Test by at least 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

76% (98) of fourth grade students scored at or above proficiency on the 2012 FCAT Writing Test.

77% (99) of fourth grade students will score at proficiency.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	A consistent method for writing instruction needs to be used schoolwide.	Implement the use of Thinking Maps school-wide as a tool for planning and organizing during writing instruction	Principal, Assistant Principal, Writing Team Members	Classroom walkthroughs and observations will be used to monitor the implementation of thinking maps as well as reports from weekly grade level meetings and lesson plans from teachers.	Classroom Walkthrough Data, Schoolwide Practice Writing Test Data, 2013 FCAT Writing Test
2	Implementation of Common Core Standards for Writing	School-based training will be provided by members of the school's writing team to facilitate understanding and implementation of the Common Core Standards for writing	Principal, Assistant Principal, Writing Team members	Classroom walkthroughs and observations will be used to monitor the implementation of Common Core Standards for writing. Weekly grade level meeting reports and lesson plans will also be used to determine effectiveness of this strategy.	Classroom Walkthrough Data, Schoolwide Practice Writing Test Data, 2013 FCAT Writing Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.

N/A

Writing Goal #1b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

N/A

N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

Target Dates

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	(e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core State Standards for Writing	All grades (kindergarten - fifth grade); writing	Writing Team members	All grade levels (kindergarten - fifth grade)	Preschool	Weekly grade level meetings and monthly faculty meetings will be used to follow-up; Schoolwide Practice Writing Tests will be used to monitor progress toward implementation.	Principal, Assistant Principal, Writing Team Members
Thinking Maps	All grade levels (kindergarten - fifth grade); writing	Thinking Maps Consultant	All grade levels (kindergarten - fifth grade)	Substitutes will be provided for 2 half days of training	Follow-up will take place on teacher planning days (October and January), at weekly grade level meetings, and monthly faculty meetings	Principal, Assistant Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Plan day to develop plan for implementation of Common Core State Standards for Writing at all grade levels	Substitute Teachers for Writing Team	Title I	\$500.00
			Subtotal: \$500.00
			Grand Total: \$500.00

End of Writing Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	The Average Daily Attendance Rate (ADA) for our school will increase by at least 1%, the number of students with ten (10) or more days tardy and/or absent will decrease by at least one (1) for the 2012-2013 school year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
Longleaf had an average daily attendance rate of 94.8% during the 2011-2012 school year.	The Average Daily Attendance Rate (ADA) will increase to 95.8% for the 2012-2013 school year.

2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
Longleaf had 265 students with 10+ days of absences during the 2011-2012 school year.	The total number of students with ten (10) or more absences will decrease from 265 to at least 264 for the 2012-2013 school year.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
Longleaf had 245 students with 10+ days of tardies during the 2011-2012 school year.	The total number of students with ten (10) or more tardies will decrease from 245 to at least 244 during the 2012-2013 school year.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	A large number of out-of-district students attend our school.	Attendance will be monitored and letters will be sent to parents. Conferences with parents will be required for students with chronic attendance problems.	Principal, Assistant Principal, Guidance Counselor	Attendance records will be printed and reviewed weekly to determine what action needs to be taken.	Daily attendance roster, weekly report printed from TERMS, and parent attendance meetings data
2	Students not motivated to be at school on time each day	Recognize and reward classes with stellar attendance (no absences or tardies) each week and individuals each nine week grading period to motivate students	Principal, Assistant Principal, Guidance Counselor	Weekly reports will be printed and reviewed to identify classes with no absences and no tardies. Classes will be recognized via the CCTV morning news program. Additionally, individual students with no absences or tardies will be recognized at the end of each nine week grading period.	Attendance Reports from TERMS (weekly and at end of each nine week grading period)

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
Subtotal: \$0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
Subtotal: \$0.00			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Reward and recognition for perfect attendance and no tardies	Certificates, prizes, for students	PTA	\$250.00
Subtotal: \$250.00			
Grand Total: \$250.00			

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Suspension Suspension Goal # 1:	The number of In-School Suspensions and Out-of-School Suspensions for the 2012-2013 school year will be reduced by at least 1.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
Longleaf assigned In-School Suspension a total of 57 times during the 2011-2012 school year.	The total number of In-School Suspensions will be no more than 56, which is a reduction of at least 1 for the 2012-2013 school year.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
Longleaf assigned 39 students to In-School Suspension during the 2011-2012 school year.	The expected number of students assigned to In-School Suspension will be no more than 38, which is a reduction of at least 1 for the 2012-2013 school year.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
Longleaf assigned Out-of-School Suspension a total of 166 times during the 2011-2012 school year.	The total number of Out-of-School Suspensions will be no more than 165, which is a reduction of at least 1 for the 2012-2013 school year.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
Longleaf assigned 54 students to Out-of-School Suspension during the 2011-2012 school year.	The total number of students assigned to Out-of-School Suspension will be no more than 53, which is a reduction of at least 1 for the 2012-2013 school year.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Number of students with more than one	The RtI process will be used to identify	Principal, Assistant	Referral data will be monitored weekly and	Referral/Suspension Data

1	discipline referral	students with multiple referrals and/or suspensions so that additional interventions can be implemented to target inappropriate behavior.	Principal, Guidance Counselor	follow-up provided through RtI meetings scheduled by the Guidance Counselor.	
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Positive Behavior Support (PBS)	All grade levels (kindergarten - fifth grade); Classroom Management	Guidance Counselor	All grade levels (kindergarten - fifth grade)	Preschool	Monthly faculty meetings and monthly PBS Team meetings will be used to monitor progress	Principal, Assistant Principal, Guidance Counselor

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Reward and recognition for positive behavior	Class trophies, certificates, etc.	PTA	\$250.00
			Subtotal: \$250.00
			Grand Total: \$250.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement	

Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Longleaf Elementary will increase the percent of parents involved in their child's education as measured by attendance at parent involvement opportunities.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
50% of parents attended Orientation, Open House, or a family holiday event; 5% attended Reading, Math, and FCAT trainings for parents; 75% attended parent conferences	The percent of parents attending parent involvement events or activities will increase by at least 1% for the 2013 school year.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Scheduling events to accommodate working parents	Multiple sessions will be held and scheduled on a variety of days/times to accommodate working parents.	Principal, Assistant Principal, and PTA President, Volunteer Coordinator	Monitor attendance through the parent sign-in sheets to determine the most effective day/time for scheduling parent events.	Sign-in sheets for parent involvement events, 2013 FCAT Reading, Writing, Math, and Science Tests
2	Many parents are unfamiliar with the methods used to teach math and reading skills and are unable to reinforce these skills at home.	Develop and schedule monthly sessions for parents that will help them understand how their child is being taught grade level math and reading skills.	Principal, Assistant Principal	Monitor attendance through the parent sign-in sheets	Sign-in sheets for parent training sessions, 2013 FCAT Reading and Math Tests

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Schedule training during lunch hour for working parents	Food for parents	Title I	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$1,000.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM		Increase the use and integration of STEM standards in all classrooms.			
STEM Goal #1:					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers lack the knowledge to integrate STEM standards with rigor	"Tech Thursday" training sessions will be used to introduce teachers to STEM practices and how to integrate them into their instructional focus calendars.	Principal, Assistant Principal, Technology Coordinator	Monthly faculty meetings will be used to share STEM practices. Classroom walkthroughs, observations, and lesson plans will be used to monitor implementation.	Percentage of teacher participation in "Tech Thursday" trainings; Classroom Walkthrough Data; Lesson Plans

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A

STEM Budget:

Evidence-based Program(s) /Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Thinking Maps	Manual	Title I	\$9,000.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	Singapore Math	Books	Title I	\$650.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
STEM	N/A	N/A	N/A	\$0.00
				Subtotal: \$9,650.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	\$0.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	N/A	N/A	N/A	\$0.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
STEM	N/A	N/A	N/A	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Thinking Maps	Substitute Teachers Thinking Maps Consultant Fee	Title I	\$2,000.00
Reading	Text Complexity and Close Reading	Substitute Teachers	Title I	\$500.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	Differentiated Instruction	Substitute Teachers	Title I	\$500.00
Mathematics	Thinking Maps	Substitute Teachers	Title I	\$2,000.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
STEM	N/A	N/A	N/A	\$0.00
				Subtotal: \$5,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	\$0.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	N/A	N/A	N/A	\$0.00
Science	Development of School-wide Instructional Calendar for Science	Substitute Teachers for Plan Day	Title I	\$350.00
Writing	Plan day to develop plan for implementation of Common Core State	Substitute Teachers for Writing Team	Title I	\$500.00

	Standards for Writing at all grade levels			
Attendance	Reward and recognition for perfect attendance and no tardies	Certificates, prizes, for students	PTA	\$250.00
Suspension	Reward and recognition for positive behavior	Class trophies, certificates, etc.	PTA	\$250.00
Parent Involvement	Schedule training during lunch hour for working parents	Food for parents	Title I	\$1,000.00
STEM	N/A	N/A	N/A	\$0.00
				Subtotal: \$2,350.00
				Grand Total: \$17,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school: Yes No

A reward school is any school that improves their letter grade or any school graded A.

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
School Advisory Council funds will be used to fund substitutes for teacher and staff professional development and to purchase additional resources for classrooms.	\$2,380.00

Describe the activities of the School Advisory Council for the upcoming year

Longleaf's School Advisory Council (SAC) will monitor implementation of the School Improvement Plan, assist the school in setting priorities for improvement, review and give input into the school's budget and staffing plan. Additionally, the Council has reviewed results from the Parent Satisfaction Survey data (May, 2012), and will develop strategies for improving the survey items with the lowest averages.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Escambia School District LONGLEAF ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	70%	71%	59%	45%	245	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	69%	62%			131	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	64% (YES)	71% (YES)			135	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					511	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Escambia School District LONGLEAF ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	67%	62%	65%	37%	231	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	56%	54%			110	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	45% (NO)	63% (YES)			108	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					449	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested